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ABSTRACT

A secondary social studies model curriculum guide for Alaska is presented. The body of the guide lists topics/concepts, learning outcomes/objectives, and sample learning activities in a 3 column format. The first column, topics/concepts, describes the content area, defining the subject broadly and listing subconcepts or associated vocabulary. The second column, learning outcomes/objectives, describes the understandings, behaviors, and goals that students are expected to demonstrate as a result of their learning experiences. The third column, sample learning activities, promotes student progress toward the stated goals. The guide is designed to integrate the knowledge base of facts, concepts, and generalizations with the development of democratic values and beliefs, and skills in critical thinking and problem solving. Eight course outlines are provided: western civilization/world history, U.S. history, Alaskan studies, economics, political science, anthropology, psychology, and sociology. (TRS)

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SECONDARY SOCIAL STUDIES
ALASKA CURRICULUM GUIDE

First Edition



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Office of Curriculum Services
Alaska Department of Education
June, 1986

SECONDARY SOCIAL STUDIES MODEL CURRICULUM GUIDE

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GENERAL PREFACE

MODEL CURRICULUM GUIDES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. The first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future, as schools use this material to plan and implement programs, its value will be measured by the increased ability of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. Contributors to specific guides are listed in the acknowledgements sections of the guides. In one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated under new curriculum regulations.

Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages (Secondary)	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes/objectives, and sample learning activities in three columns. (In the case of Secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. Subconcepts and vocabulary associated with the concepts are listed in this column.

learning outcomes/objectives. in the second column, describe, in general terms, the understandings or behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes/objectives are the goals toward which student learning is directed.

sample learning activities, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes/objectives. At least one sample learning activity is stated for each learning outcome/objective. It is intended that the sample learning activities are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable activities within the framework of their district topics/concepts and learning outcomes/objectives.

The guides are grouped by grade level groupings (except Mathematics) -- grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level. The local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska.

It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE - PART II

SECONDARY SOCIAL STUDIES

"The goal of the Social Studies is to enable students to be responsible decision makers and to contribute as citizens in a highly complex and rapidly changing society. Knowledge, understanding, and appreciation of our heritage within the context of a global society are essential. Students need to be engaged in relevant, applied learning through which they may become confident learners who are prepared to meet present and future challenges."

Social Studies Model Curriculum Task Force

This goal statement embodies the premise on which the secondary Social Studies Guide was developed. It is an expression of a philosophy which recognizes citizenship education as a primary focus of the Social Studies. It emphasizes the need for a knowledge base in the social sciences on which young people might build an understanding and appreciation of our heritage with a global perspective.

This statement assigns to Social Studies programs the responsibility for engaging the student as an active participant in a relevant learning process. Today's world is highly complex and individuals must be prepared to deal with that complexity as well as with the rapid change which is the hallmark of this century. The student must have decision making skills and the confidence to face the present and future with self assurance.

Goals in Guide

It has been recognized that the critical components of a Social Studies education are knowledge, democratic beliefs and values, and skills. This Guide integrates the knowledge base of facts, concepts and generalizations with democratic values and beliefs and addresses skill development.

Knowledge is essential in order for students to make informed decisions. The Model Guide draws upon the social sciences for its knowledge base: History, Geography, Alaskan Studies, Economics, Anthropology, Sociology, Psychology, and Political Science. Information must be linked with experiences encountered by students and related in a way to help them understand events and conditions throughout the world. Inquiry, observation, analysis, participation, and community service assist in this process.

Democratic values and beliefs are the basis of citizenship education and a Social Studies program. The rights, freedoms, responsibilities, and beliefs of our democracy are incorporated throughout the Guide. Each includes concepts of justice, equality, responsibility, rule of law, freedom, diversity, privacy, and international human rights.

Skill development is the third component of a Social Studies program. Skills are processes which enable students to link knowledge with beliefs that lead to action. The skills essential to citizenship participation are critical thinking and problem solving. They might be categorized as follows:

1. Skills related to acquiring information (Reading, study skills, reference and information search skills, technical skills unique to electronic devices)
2. Skills related to organizing, using, and presenting information (intellectual, decision-making, communication skills)
3. Skills related to interpersonal relationships and social participation (Personal, group interaction, social and political skills)

The Secondary Social Studies

Social Studies educators are faced with a serious challenge when establishing a scope and sequence for secondary students. All Alaska school districts require the state-mandated three units of Social Studies in secondary school. Courses commonly offered include two credits of instruction in United States History and World History or Western Civilization, each of which are one-credit courses. The third Social Studies unit is most often obtained through a selection of electives, each of which is semester long. In recognition of this situation, the Model Guide includes course outlines for each of the following:

Western Civilization/World History (1 yr.)
American History (1 yr.)
Alaskan Studies (6 mos.)
Economics (6 mos.)

Political Science (6 mos.)
Anthropology (6 mos.)
Psychology (6 mos.)
Sociology (6 mos.)

The instructional time for any of the courses could be expanded to deal with the content in a more thorough manner. No grade level sequencing of these courses is recommended; rather, districts are encouraged to exercise their own discretion in determining the grade level offering of courses based on local needs, staffing patterns and individual student developmental levels.

Course Descriptions

Western Civilization/World History

It should be recognized that no World History course can address all the issues, content or concepts desired in a course which virtually spans the history of humankind. One approach to this problem has

h to teach just Western Civilization. However, it is important that students be exposed to a more
oal understanding of past and current events. The Western Civilization/World History course outline
tained in the Guide is designed to adequately conceptualize a comprehensive World History course,
le giving special recognition to Western Civilization, the root of our culture. The framework is
igned to be eclectic. For example, a district might choose to concentrate on the
comes/objectives related to the history of Western Civilization for a six month period and then
age students in a study of specific world regions/cultures, examining each intensively. The goal of
course is to help students develop understanding of change and continuity in selected civilizations
cultures, and to examine social, political, and economic forces which have changed people and
ions throughout the ages.

American History

s course is a comprehensive, chronological approach to the study of American history. It is the
stone for the study of American history begun in elementary and junior high school. It includes
comes/objectives related to the social, political, and economic forces which have shaped, and
tinue to shape, American life from its origin to the present. Students consider events and ideas
ch have shaped our nation; our involvement as part of a world community; the growth of social reform
ements, extension of civil rights, growth of government, and America's future within the context of
lobal society. The diversity of ethnic and racial origins and the impact of that diversity on the
elopment of the nation is addressed.

Alaskan Studies

s course is designed to develop a panoramic understanding of Alaska from the first migrations of its
liest inhabitants to current day issues. Included are: A comprehensive introduction to the culture
l lifestyle (past and present) of Alaska Natives; knowledge of the geography of the area and the
errelationship between the land and the people; the changes introduced by the Russian and European
ttlers; and the events associated with life in the territory and the state. Students explore the
litical, social, and economic ramifications of past and present events and issues and consider what
e future holds for Alaskans.

Economics

conomics is important both for the knowledge it provides and the analytic thinking it requires. This
urse includes outcomes/objectives and activities designed to promote development in both areas.
udents explore how individuals and societies respond to the basic economic problems of scarcity.

Concepts which develop out of scarcity are introduced: Economic organization, supply and demand relationships, organization of production and business, government's role in fiscal and monetary policy making, and the impact of trade. Because a practical understanding of economic affairs is important for informed citizens, reflection on personal economic skills and decision making are addressed in the "consumer awareness" section of the course.

Political Science

Political science is the study of political behavior and political institutions. This course includes concepts/objectives and activities related to the theory and practice of organizing and controlling the government needed to formulate public policy and administer public services. It is designed to relate the activities of politics and government to the everyday lives of students; to explore the impact of political issues on the private and public aspects of our lives; and to convey information on the types and organization of government. The core of the course deals with the process, types and levels of government. The origin and nature of politics and consideration of political parties are addressed. Citizen involvement, the hallmark of a democratic political system, is also included.

Psychology

Psychology is the study of human behavior, of why people behave as they do. This course examines psychology as a science, the basic psychological processes, personality theory, and individual and group behavior.

Sociology

Sociology deals with those aspects of human behavior which are related to the fact that humans live in groups. This course introduces sociology as a science and addresses socialization and the role of culture in the process, as well as various groups and social institutions. Social change and problems are considered to assist students in understanding the disorganization of society.

Anthropology

Anthropology is the scientific study of human origins and nature. The course links the biological and social sciences in a consideration of physical and cultural anthropology. The subject is approached with historical perspective and assists students in understanding revolutionary anthropological events which altered human history.

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Phase II 1986

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Phase I (1984-1985)

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Alaska School Districts

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Anchorage	Fairbanks	Lower Kuskokwim	Pelican
Annette Island	Galena	Lower Yukon	Railbelt
Bristol Bay	Haines	Matanuska-Susitna	Valdez
Copper River	Iditarod	Nenana	Yakutat
Cordova	Kenai Peninsula	Nome	
Craig	Ketchikan	North Slope	

State Departments of Education

Alabama	Illinois	New York	Utah
Arizona	Indiana	North Carolina	Vermont
Arkansas	Maine	Oregon	Virginia
California	Minnesota	Rhode Island	West Virginia
Connecticut	Maryland	South Carolina	Virgin Islands
Delaware	Nebraska	South Dakota	Guam
Florida	Nevada	Tennessee	
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SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
INQUIRY	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
Secondary	History may be viewed as the memory, recorded or unrecorded, of past human experience.	Use events from his/her own past or another student's to reconstruct a history of a particular period. Participate in a class discussion of reactions to the process of writing history.
ct ism ng		Apply the skills of historical analysis to investigate the circumstances of a historical event.
analysis e	History can be used and interpreted in a number of ways.	Describe how archeology and biological evolution help us learn about civilization and demonstrate how history can be an art and a science.
		Evaluate what really happened in history by using primary and secondary sources.
		Analyze historical information for examples of stereotyping, ethnocentrism, or ideological bias.
		Identify and explain various historical theories such as teleological, challenge and response, and the "man" theory that seek to explain history.

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

T	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
Y CHRONOLOGY	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	World History is often divided into chronological periods.	Develop a historical perspective related to a current issue to informed decision. Research the role of the history a career perspective by interviewing those in the field.
ZATIONS	The Neolithic Revolution which occurred in several areas of the world was the basis for the rise of the earliest civilizations.	Construct a timeline with broad historical eras placed in the chronological sequence. Describe the characteristics of major Western and non-Western historical eras. Taking four different historical research and write a paper on perception of human nature which existed in each era.
	on ion n tion	Identify and locate the sites of earliest civilizations and describe general characteristics of the economy, government, and social structure.

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

TOPIC	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>Revolution nt</p>	<p><u>The Learner will understand that:</u></p>	<p><u>The Learner will:</u></p> <p>Compare and contrast the meaning of the words "culture", "civilization", and "society."</p> <p>Analyze the importance of the city to early civilization and new ways of organizing society that evolved as a result.</p>
<p>CULTURAL FOUNDATIONS</p> <p>ism</p> <p>on</p> <p>ucture</p> <p>t</p> <p>y</p> <p>ng ideas</p> <p>nity</p> <p>n</p> <p>ure</p> <p>nt</p> <p>ip</p>	<p>The impact of the early Greek and Roman civilizations and the Judeo-Christian heritage on our Western culture.</p>	<p>Research contributions to our culture from early civilizations: alphabet, calendar, ethics, arts, etc.</p> <p>Analyze the ideas of the Greek philosophers and how they fit into the modern world.</p> <p>Evaluate to what extent Greek ideas and institutions have influenced the present.</p> <p>Interpret readings from primary sources that reflect important ideas of Western thinkers.</p> <p>Analyze and evaluate inherent differences and similarities between the the Greeks and Romans with the Judaism and Christianity.</p>

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
TRANSITION TO MODERN)	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
ion sm ion lism faith sm nce on n ism ion nce endence n sm	The transitions and change that occurred in the medieval, Renaissance and Reformation and revolutionary periods in Western Europe led to the modern Western world.	Analyze and trace the changing the church and religion from times to modern. Know the major developments the Scientific Revolution and its impact on institutions and Describe and analyze the impact non-Western civilizations on (Rise of Islam, Mongol invasion Byzantium, trade with the East) Describe the immediate and long effects of expanding trade routes Europe and other parts of the world Trace the developments of political revolutions that gave rise to democratic systems. Compare the lifestyle and roles common men and women in various Identify and explain why and came to dominate the world from 1900.

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
STUDIES		
nal society	The histories and cultures of various	
society	geographic regions contributed to world	
ism	history.	
n	Suggested regions for study:	
nce	Pacific Rim	
economics	Africa	
ism	Asia	
structure	Latin America	
s	Middle East	
of living	Australia and South Pacific Islands	
lism	Circumpolar region	
y	North America	
		Locate and identify on a world map major topographic features and political divisions in a given region.
		Analyze the influence of the environment and land use patterns on development.
		Contrast and compare cultural geographic characteristics within a given area and their consequences.

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are identifiable universals through which human experience is expressed and which constitute culture. These include:</p> <ul style="list-style-type: none"> Social organization Language and nonverbal communication Material culture Social control Conflict resolution Economic organization Education World view 	<p><u>The Learner will:</u></p> <p>Research material and nonmaterial contributions of the culture area.</p> <p>Describe the linkages between nation and a specific area in part of the world.</p> <p>Make a collage, poem, or story contrasting the modern and traditional ways of life within same society.</p> <p>Make a timeline of history of particular areas and compare larger global timeline.</p> <p>Communicate with an individual from another country through a "Study School" or similar program.</p>

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

T	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<p><u>The Learner will:</u></p> <p>Compare how major social systems transmitted beliefs, values, ideas, customs, and other societal expectations.</p> <p>Analyze the conditions before particular scientific or technological changes and evaluate the effects of these styles and institutions.</p> <p>Make a report on a major issue or problem found in a geographic area, researching its historical roots, proposing possible solutions. Evaluate the meaning of progress from different cultural perspectives.</p>
WORLD	The forces of nationalism, industrialization, imperialism, and militarism brought dramatic changes to both Western and non-Western worlds.	<p>Evaluate the positive and negative consequences of European imperialism on non-European people and places.</p> <p>Compare and contrast the values, characteristics, and ideologies of capitalism, socialism, and communism.</p> <p>Trace the causes and consequences of the World Wars.</p>

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SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
cy e on ion r/superpowers ce (nuclear) es ment	<u>The Learner will understand that:</u>	<u>The Learner will:</u> Collect newspaper articles v examples of global interdepe Analyze the rise and spread communism as a political-eco system. Identify and locate areas o conflict in today's world a historical causes. Identify major global patter regarding wealth, developmen population, alliances, disa
R TODAY AND V illage ndence ock on age nt f life lism nts rlds" ures edia y	Understand the nature of the environmental, economic, political, and social issues facing us now and in the future.	Predict areas of continued c conflict based on present t problems. Analyze the promises and pr related to human rights and and the world of increasing Investigate regional and gl environmental problems and alternative ways they might

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

T	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
ons ics	<u>The Learner will understand that:</u>	<u>The Learner will:</u> Given a current event or issue a variety of media sources to values, distinguish between fa opinion and determine points o the event/issue. Analyze and react to prognosti in books like <u>Future Shock</u> and <u>Megatrends</u> Research a number of current s issues through a variety of ma Hypothesize the impact of sever contemporary problems on life 100 years.

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SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
INQUIRY	<u>The Learner understand that:</u>	<u>The Learner will:</u>
source source	There are procedures involved in planning an historical inquiry which involve research and analysis.	Apply the following procedure preparing research reports and conducting analyses of questions American History: a) narrowing topic and/or stating questions(s); hypothesis; b) determining frame of reference method(s) of analysis; constructing c) identifying initial references leads; biographies, indexes, knowledgeable persons, etc.
graphy y	There are logical principles and operations used in interpreting written accounts of historical situations.	Interpret written accounts of historical situations using one of the following principles and operations: forming reliable inferences about missing information relationships not mentioned in drawing objectively defensible conclusions and generalizations events and relationships referred

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	A variety of life styles characterized the lives of the earliest inhabitants of America.	Know the location and use of non-print materials related to History of the U.S. (e.g., microfilm; catalog; periodicals, indexes; audiovisual materials, and computer material).
		Develop case studies of each of the major groups of American Indians, what is known of their life styles prior to the arrival of the Europeans.
		After researching significant findings regarding the pre-history of the state, hypothesize as to the lifestyles of the earliest inhabitants of Alaska.
		Using an outline map of the Western Hemisphere, identify South and Central American cultures (Aztec, Inca, Ohmecoco)
		Having studied pre-Columbian cultures, report on major artistic, scientific, mathematical contributions of two cultures.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

T	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
n	<p><u>The Learner understand that:</u></p> <p>There were reasons for European voyages of exploration in the 15th and 16th century.</p> <p>Identify European explorers of the new World.</p>	<p><u>The Learner will:</u></p> <p>Research the economic, political, religious and social conditions that existed in the "Old World," and identify three reasons leading to exploration of the "New World."</p> <p>Using an historical outline map of America, locate areas of European influence in 1700 and in 1750.</p> <p>Given a description of geographical features of the "New World", choose each of these encouraged and/or discouraged European exploration.</p> <p>Correctly identify two significant events associated with individual European explorers.</p> <p>Give a five minute oral presentation on one of the Alaskan explorers. (Chirikov, Cook.)</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>ON</p> <p>tion</p> <p>America</p> <p>al Colonies</p>	<p><u>The Learner understand that:</u></p> <p>Compare and contrast European and Russian approaches of colonizing the Americas. (including Alaska)</p> <p>Life in colonial America was rich and varied.</p> <p>Physical geography had a relationship to economic activities in Colonial America.</p>	<p><u>The Learner will:</u></p> <p>In a written report, compare and contrast the methods of colonization of Spanish, French, British, and American explorers in terms of location and major economic activity.</p> <p>Discuss characteristics of the colonies of England, Middle and Southern and:</p> <ol style="list-style-type: none"> Identify major colonial towns. Distinguish among the colonies in terms of economic activities. Compare social and recreational activities. Distinguish between indentured servitude and slavery. <p>Using a map of Colonial America, identify major colonial towns of the colonies of England, Middle, and Southern.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>EVOLUTION</p> <p>on</p> <p>ism</p> <p>n without</p> <p>sentation"</p> <p>ion of Independence</p>	<p><u>The Learner understand that:</u></p> <p>The American Revolution was caused by a variety of political, economic and social factors.</p> <p>There were major events and personalities associated with the Revolutionary War.</p> <p>The Revolutionary War impacted American and European history.</p>	<p><u>The Learner will:</u></p> <p>Prioritize a list of causes American Revolution, and def selections to classmates in British or colonial interest</p> <p>Explain how a number of fact led to the American Revoluti to economic or political int the British or colonists.</p> <p>Arrange a series of events f Revolutionary War in correct chronological order.</p> <p>Identify at least two contri each of 10-12 major personal the Revolutionary War.</p> <p>After having analyzed the po economical, and social aspec American Revolution, explain of each on the United States Western Hemisphere, and Euro</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
		Discuss the relationship between unresolved issues of the Revolutionary War and the War of 1812.
tion ights y m cy party	The government of the United States was created and established as a unique experiment.	Evaluate the role of Washington, Jefferson, Hamilton, and Madison in setting the new government in motion.
		In a written report, list and describe the problems and solutions faced by the United States as a new government was created and compare that development with another country's creation.
	The major features of the American government system as outlined in the Constitution.	After having discussed items from the Articles of Confederation and the 3/5 Compromise, identify:
		<ul style="list-style-type: none"> a. major issues involved in the creation and adoption of the U.S. Constitution. b. basic features of the U.S. Government under the Constitution.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	The Bill of Rights embody many of the values embraced by Americans.	Research such items as our system of checks and balances, bicameral legislature, and a federal system of government and compare the U.S. government of 1787 with today's operation.
		Identify those rights guaranteed by the Bill of Rights. Discuss with classmates the rights of citizens and identify responsibilities that accompany those rights.
		Illustrate an amendment in the Bill of Rights without directly stating the freedoms protected by the amendment.
		Debate the extent to which the current government system is effective in protecting the rights of all citizens.
	The U.S. judicial system was designed to secure the rights of citizens.	Trace the changes in American government created by amendments subsequent to the Bill of Rights.
		Identify the landmark cases which expanded the Supreme Court's power of judicial review.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	Conflicts over the power of the central government during the Federal Period were a factor in the development of political parties.	<p>Debate the issues surrounding punishment.</p> <p>Discuss the impact of specific cases on the growth of individual rights.</p>
	The franchise has been expanded over time.	<p>Write a newspaper article or report outlining how the Federalist/Democratic and Republican Parties developed.</p> <p>Take part in a panel discussion on the role of political parties in today.</p> <p>Debate the question, "Who should participate in government?" from the point of view of an elitist like Hamilton or Adams and a democrat like Jackson.</p> <p>On a timeline, identify important events in the expansion of the franchise through legislation and Constitutional amendments.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
OF FRONTIERS Destiny	<p><u>The Learner understands and that:</u></p> <p>The United States' land policy changed from a practice of selling land to one of giving away land to the settlers.</p> <p>Important acquisitions led to the expansion of the U.S.</p>	<p><u>The Learner will:</u></p> <p>Explain the features of the Missouri Ordinance of 1787, the Land Ordinance of 1785, and the Homestead Act of 1862 in terms of admission of states to the Union, exploration of frontier, and political goals of the Lewis and Clark expedition.</p> <p>Use an outline map of the United States to identify states in the Union in 1789, 1800, and 1815.</p> <p>Read and research commercial, nationalist/expansionist factors existing in the early 1800's. Identify at least three factors involving the Louisiana Purchase and other acquisitions.</p> <p>Identify similarities and differences between the Louisiana Purchase and the Alaskan Purchase.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The Westward expansion, the boom in canal building in the North, the beginning of the Clipper ship era, and the railroads increased U.S. activity westward in the 19th century.</p> <p>There were many different frontiers.</p> <p>There are social, economic and political characteristics of a frontier-type culture.</p> <p>Major factors led to the depletion of American Indian populations and the decline of their culture, including invention of "six-shooters", spread of contagious diseases, slaughter of buffalo and reservation policies.</p>	<p><u>The Learner will:</u></p> <p>Describe the importance of the following in the settlement of the West: a) railroads; b) canal building; c) Clipper ships.</p> <p>Identify the progressive movement of the various frontiers and the interests as they crossed the continent (e.g. cattle, mining, farming, lumbering, fur, etc).</p> <p>Describe the life of the people who built the railroads and the explain how towns and cities grew around the character and culture of these settlers.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>There were conditions, personalities, and events affecting the course and outcome of the Mexican War.</p> <p>The completion of the Continental railroad contributed to the growth, population, industry and national unity.</p>	<p><u>The Learner will:</u></p> <p>Evaluate the impact of settler military on the life and culture of native American.</p> <p>Write a report on the historical significance of major Indian leaders such as Red Jacket (Attawa), Joseph Brandt (Mohawk), Tecumseh (Shawnee), etc.; compare and contrast their leadership assumptions, which their leadership assumed, and their various significances, and their various legacies to contemporary American populations.</p>
		<p>Explain how differences in land, religion, the expansionist desire for more land, and Southern cotton production problems contributed to conflict between Mexico and the United States in 1835.</p> <p>Explain how the development of railroads, mining, and cattle industries on the Great Plain and California contributed to the growth of the West.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>Areas of the frontier, such as the Great Plains, could not be explored until after development of necessary technology.</p>	<p><u>The Learner will:</u></p> <p>Describe how the rush to mine the West resulted in many social, economic and political problems (e.g., outlaws, poor sanitation, shortages, no organized labor unions, etc.).</p> <p>Distinguish the factors in the termination of the "open range" in the West, including invention of barbed wire, windmills, plow, regulatory laws of state governments, and the appearance of sheep ranching and crop farmers.</p>
<p>SM, CIVIL WAR, RECONSTRUCTION</p> <p>ism</p> <p>uction</p> <p>ggers</p>	<p>Slavery had an impact on the life, culture and economy of both whites and blacks in the Old South.</p>	<p>Describe the economic characteristics of slavery (profit and loss for owners) and compare the economic aspects of free labor in the</p>

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SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	Various advantages and disadvantages held by the North and South during the Civil War affected the outcomes of battles.	Using historical data descri was like to be a slave or a owner. Indicate reference t conditions which affected fa health and cultural adaptati
		In a chart form, compare and the relative strengths of th the Confederacy, including t population, number of factor cultivated acreage, railroad development and money.
		Participate in a class discu the political/military impor various Civil War events, in election of Lincoln, the Blo Confederate forts, the Emanc Proclamation.
	The process of Emancipation was long and difficult.	Trace on a map those parts c nation to which Lincoln's Em Proclamation applied.'
		Discuss the motives and timi Emancipation Proclamation.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The Blacks' social, economic and political life was affected by the Emancipation Proclamation.</p>	<p><u>The Learner will:</u></p> <p>Discuss organization and obj the Klu Klux Klan.</p> <p>Discuss with classmates recon plans as they related to form readmission of Confederate s the Union, and punishment of Confederate states and prese power of the Republican Part similarities and differences the Congressional and Presid plans.</p> <p>Define carpetbaggers, scalaw freedman and Redeemer and de their roles in rebuilding so state governments.</p>
<p>ORGANIZATION AND SSIVE PERIOD</p> <p>alization ion gy sm</p>	<p>Federal legislative measures contributed to the growth of American industry (1860-1900).</p>	<p>Evaluate the effect of contr laws, railroad subsidies, pr tariffs and the Interstate C of 1887 and the Civil Servic the growth of American indus</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	The desire for greater capital, limited liability and continuity of operation gave rise to the corporations.	Indicate the positive and negative impact of governmental policies on working people.
	Changes in patterns of economic organization and activity in the United States during the late 19th century affected the development of cities.	Research laws and government policies which encouraged the development of large corporations (e.g., the Sherman Antitrust Act).
	Major social problems were an outgrowth of the Industrial Revolution.	Given descriptions of an American city in 1820 and 1900, prepare a presentation showing changes about by industrialism.
	Immigrants came to America during the 19th century because of poor living conditions and limited opportunities in their native countries.	Dramatize why laborers tried to organize unions.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	The "melting pot" theory grew out of a concern for the integration and assimilation of new cultures into a society.	Role play an immigrant in 18 American confronted with many immigrants in the neighborhood.
		Describe economic and social implications of the massive immigration to America in the 1800's.
		Compare and contrast the old immigrants.
	The status of agriculture changed during the late 19th century.	Summarize the problems of new immigrants.
		After having discussed the agrarian revolt, with classmates: a) identify and give reasons for farmers' grievances; b) compare and contrast the efforts of farmers to improve their lot; c) evaluate the importance of physical geographic conditions as a factor in the revolt.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>Farm cooperatives were formed in the late 1800's to provide economic protection from the trusts, pools and mergers of big businesses.</p> <p>The economic theory of "laissez faire" affected industrial expansion of the late 19th century.</p> <p>Intolerable working conditions including child labor, long hours and dangerous conditions stimulated attempts of working men to organize before the Civil War.</p>	<p><u>The Learner will:</u></p> <p>Describe the characteristics of farm granges, identifying the protection they potentially provided for the farmers.</p> <p>Evaluate the efforts of the government to aid the dissatisfied farmers through the Merrill-Hatch Acts and the creation of the Department of Agriculture.</p> <p>Evaluate the results of the policy of "laissez faire" upon the attitudes and reactions of common Americans, law-makers, and reformers.</p>
<p>MENT</p> <p>ement</p> <p>Nations</p> <p>eur</p> <p>Machine</p> <p>ves</p>		

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>Social reform, including temperance movements and care of the mentally ill, gained many followers.</p>	<p><u>The Learner will:</u></p> <p>Explain how writers such as Thoreau, Longfellow and Lowell literature as a means of call attention to the needs for social political reform in America. how each influenced the late consciousness of the American</p> <p>Given information on various movements (abolition, women's temperance, labor unions, and education), describe in writing effects of each of these movements on our society.</p> <p>Compare and contrast the Progress Movement with populism of the century.</p> <p>Describe three muckrakers of 20th century and their work.</p>
<p>IMPERIALISM AND RECTIONS</p> <p>sm</p> <p>sm</p>	<p>The "New Manifest Destiny" of the late 19th century was characterized by the U.S. expansion of its interests and territorial acquisitions.</p>	

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The Spanish-American War established the U.S. as a major world power.</p> <p>There was a growth of imperialist sentiment in Europe and the U.S. prior to World War I.</p>	<p><u>The Learner will:</u></p> <p>Specify arguments for and against annexing the Philippines, in the light of the U.S. involvement in the early 1900's.</p> <p>Explain the growth of Spanish mismanagement in the Caribbean and the reaction by the United States.</p> <p>Discuss places, conditions, events, personalities, etc. affecting the course and outcome of the Spanish-American War.</p> <p>Explain the steps, including negotiations taken to acquire the Panama Canal Zone.</p> <p>Research the concept of imperialism and list at least four ways how it was applicable to the: a) Spanish-American War; b) the partition of Africa; c) the creation of European Alliances.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	Certain factors altered American tendency toward isolationism prior to entering World War I (e.g., propaganda).	Locate areas held in colonial by the United States in 1910 arguments for and against th of colonial acquisitions and distinguish between the gove these territories and that o territories which became sta Compare the rights of inhabi these territories and of U.S
	World War I was the first war of global scope in history.	Describe predominant America to the outbreak of World War Europe (e.g., public support isolationism) and factors in in changing public opinions.
	Events, personalities, etc. have significance for the course or outcome of WWI.	Prioritize a list of events to their impact on the U.S. enter WWI, and defend his/he three choices to classmates.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	Thousands of Americans learned of new cultures and morals through their overseas experiences during WWI.	Given a list of 10-12 major personalities of WWI, the learner will identify at least two contributions of each.
	Many of Europe's social, political, ethnic and economic problems remained unsolved after WWI.	Discuss events of WWI and evaluate how the war affected the: a) civilian population; b) American attitude toward Europe.
	Foreign policy decisions demonstrated the tendency of the U.S. toward isolationism during the 1920's.	Discuss how the war intensified Europe's social and economic problems and evaluate how the war effected: a) rise of communism in Russia; b) economic stability of Europe.
		Research reasons for American retreat into isolation, and report on success/failure of the League of Nations; b) the use of dictators in Europe.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The "time between wars" was a time of economic prosperity.</p> <p>Economic, social and cultural factors contributed to a "freedom of expression" in the 1920's.</p> <p>Discrimination experienced by racial and ethnic minorities grew during the 1920's.</p>	<p><u>The Learner will:</u></p> <p>Dramatize with classmates dramatic scenes in the United States from 1920-1940.</p> <p>Using music, dance, clothing, motion pictures, advertising at least two factors of each contributed to "freedom of expression" during the 1920's.</p> <p>Outline changing immigration into the United States in the 1920's.</p>
SESSION	<p>The Great Depression increased the impetus of labor to organize.</p> <p>International interest in socialism grew as a means of promoting the common good and collective solutions to the weaknesses of the free enterprise system.</p>	<p>Explain the changes in labor that resulted from the Great Depression.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	Over extended construction, speculation on the stock market with borrowed money and a depressed farm economy were all contributing factors in the Market Crash of 1929 and the Great Depression.	Outline the American response to international increase in international socialism.
	The devastating environmental conditions during the Depression affected patterns of settlement, land use and ownership and population movements.	Interview several people who lived during the 1930's, and describe the effects of the Depression on people's everyday lives.
	The effects of the Great Depression were even more severe in Europe.	Describe the life of farmers in the West during the 1930's and how they coped with drought and distress.
		Explain ways Depression experienced, reflected and expressed in American literature, music, photography and other cultural arts.
		Describe similarities and differences among European countries and the United States during the Great Depression.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	The New Deal was a major government effort to correct the effects of the Depression.	Compare and contrast Hoover's toward the relationship between government and the economy with Franklin D. Roosevelt.
	The Depression and the New Deal had long term effects on contemporary American mores habits, values, or life styles.	Explain the New Deal and categorize such activities as: a) relief recovery, or a; c) reform efforts
II ent n t rianism ations ty	The events which led to the initial entry of the U.S. in WWII included U.S. policies of isolation and neutrality, economic factors, 1939 Invasion of Poland, fall of France, bombing of Pearl Harbor.	Research the lasting influence of New Deal policies on Blacks, labor farmers, banks, older people market and federal government
ations	The U.S. economy was organized and controlled to achieve maximum production and provide critical resources for the allied forces.	Arrange in chronological order which preceded the U.S. entry.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	<p>The places, events, dates, personalities of WW II etc. had significance relative to the outcome of the War. American military forces, diplomacy, technology, etc. also played a key role in Allied operations.</p>	<p>Outline the industrial and natural resources and vocational factors that made the U.S. a critical source of materials for the war.</p>
	<p>The federal government implemented discriminatory and highly controversial domestic policies during the course of WWII.</p>	<p>Explain the effects on Alaska of events leading up to and during WWII.</p> <p>After studying the Holocaust and its moral implications, speculate whether you believe such a holocaust could happen again.</p> <p>Prepare a biographical report on the lives of several major persons during WWII.</p> <p>Role play changes in the lives of groups such as the Japanese Americans and Aleuts as a result of the policies enacted during WWII.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>WWII had effects on American policies, institutions, and life styles.</p>	<p><u>The Learner will:</u></p> <p>Role play changes in the lives of groups such as Aleuts, farmers, and women as a result of WWII.</p> <p>Debate the pros and cons, using arguments of philosophers, scientists, and political figures of the time regarding the use of the atom bomb on Japan and the use of nuclear weapons in the post War world.</p>
<p>AND DETENTE</p>	<p>World War II created a new set of "superpowers" and a balance of power structure.</p>	<p>With classmates discuss and debate the "cold war" and the relative strengths of the United States and the Soviet Union.</p>
<p>ation n sm</p>	<p>The world organizations were created for peace keeping purposes.</p>	<p>Research the League of Nations and the United Nations, and compare them in terms of: a) aims; b) membership; c) United States support; d) ability to prevent or limit war.</p>
	<p>The major features of the United States foreign policy of 1945-1970 was a function of a "hard line" policy against the potential spread of Communism.</p>	

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	McCarthyism had a major effect on the political, social and cultural life of America in the 50's and 60's.	Place in chronological order and describe the importance of such incidents and events as the Berlin Blockade, Marshall Plan, Bay of Pigs, Communist Victory in China, the Korean War, the French defeat in Indochina, and the Vietnam War.
		Identify the principle issues, incidents, organizations, personalities, etc. associated with the rise and fall of Joseph McCarthy.
		Analyze the effects of McCarthyism on the civil liberties of American citizens, the policies and practices of government agencies, employers, etc.
	U.S. involvement in Third World countries grew in response to needs for new markets, raw materials and strategic control in the cold war with the Soviet Union.	Debate the involvement of the United States in Third World nations and the consequences of that involvement on the political and social life of such nations (e.g., Indo-China, Cuba, Chile, Argentina, Brazil).

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	Sputnik affected American foreign and domestic policies and the development of its space technology and sciences.	<p>Explain how the Eisenhower administration policies toward Indo-China in the early 1950 the course of the Vietnam War</p> <p>Explain why the U.S. failed recognize the People's Republic of China during the Cold War period</p>
	The foreign policy of the 1960's and 1970's contributed both to detente and the maintenance of the Cold War.	<p>Explain the responses of American educational institutions to the launching of the first man-made satellite in 1957.</p> <p>Evaluate the importance of the Cuban Missile Crisis following to the United States and other nations involved: NATO, the Berlin Wall, the Panama Canal</p>
ESTIC DISSENT	The 1954 Supreme Court decision favoring desegregation in the public schools set off a chain of directly and indirectly related events, legislation and changes in American society.	

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	The Civil Rights Act of 1964 vastly extended the power of the federal government to combat racial discrimination.	<p>Explain the inter-relationships following (busing, token integration, demonstrations, riots, middle class migration to suburbs) to the proliferation of federal programs, agencies, removal of American traditions of social criticism, collective action, use of legal and judicial channels to reform policies, correct abuses; change legal status of ethnic minorities, women and youth.</p> <p>Conduct a mock trial based on one of a famous legal case dealing with civil rights.</p>
		<p>Explain roles played by groups represented in the Civil Rights Movement by such organizations as NAACP, National Urban League, Christian Leadership, Black Muslims, etc.</p>
		<p>Describe the provisions of the Civil Rights Act of 1964.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	<p>There are various ways in which organized minorities (e.g., Chicanos, Native Americans, Blacks, women and handicapped) are attempting to correct discrimination and its negative effects.</p>	<p>Write a paper on the tactics, strategies, and result of the Rights Movement. Identify pr leaders in the Movement.</p> <p>Analyze how a minority group addressing past inequities by building cohesion and pride w group; b) increasing their re influence, power in political economic, social systems; c) individuals with problems inv health, jobs, housing, credit</p> <p>Discuss ways in which particu inventions, institutions or i members of the ethnic group(s study have influenced America culture/society (Alaskan culture/society as a whole.</p>
	<p>The American public responded to the volunteer services of the Kennedy Administration (VISTA, Peace Corps) with a renewed feeling of nationalism.</p>	

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SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	International, social, political, and economic discontent grew as a result of the intensification of the Vietnam War.	Demonstrate the U.S. feeling optimism and nationalism in 60's through music, art, mov
	The late 1960's and 1970's brought on an awakening of Americans toward political corruption and abuses of power.	Outline issues regarding cir and consequences of the Gulf Resolution's passage by Cong Discuss factors in the polar the American public during t escalation and course of the War. Describe the social and psyc consequences of the War upon participated directly in the Describe the effect the Wate incident had on the passage legislation on fair campaign revelation of illegal survei files, covert activities dom and abroad by intelligence a agencies.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>Technological trends of the last two decades have had an impact on all aspects of American life.</p> <p>Future trends and issues are based on past and recent events.</p>	<p><u>The Learner will:</u></p> <p>Evaluate the importance of technological innovations of 30 years (e.g., micro chips, technology and other high-tech developments). Suggest the reasons for and results of such innovations; suggest possible consequences of these changes; suggest social alterations caused by these changes; state the effects of these changes on the economy and lifestyles of people in Alaska.</p> <p>Develop an "admiration ladder" with the names of people from American history on the ladder. Share with group discussion of the qualities leading to respect and disrespect.</p> <p>Working in groups, create a timeline to illustrate the causes of American involvement in wars. Generalize the causes of war and study them at work in the world today which threaten peace.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
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The Learner understand that:

The Learner will:

Respond to the question, "What challenges is the U.S. likely in the 21st Century?" by presenting various scenarios on such topics: a) population profile (include population trends in Alaska); b) government and politics; c) national debt; d) economic health of the country; e) cultural status; f) role of the media; g) Pacific Rim influence.

SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

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SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>ny ago tal shelf</p> <p>st</p> <p>Current</p> <p>oreal is</p>	<p><u>The Learner will understand:</u></p> <p>The major physical features and geography of the state of Alaska.</p> <p>How important geographic features have influenced settlement and development in Alaska.</p> <p>The four climate zones in Alaska and the effect of these climates upon people.</p>	<p><u>The Learner will:</u></p> <p>Name and locate on a map of Alaska six geographic regions. Identify predominant climate, one major land form, vegetation and one body of water from each region.</p> <p>Compare Alaska's size and location with that of other states.</p> <p>Evaluate Alaska's strategic importance in the air age.</p> <p>Explain the "land bridge" theory.</p> <p>Analyze and describe the important geographic considerations that were involved in determining the route for the Alaska Pipeline.</p> <p>Predict problems that will be encountered in developing the Alaskan Pipeline due to its location.</p>

SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p>	<p><u>The Learner will:</u></p> <p>Describe the general character of Alaska's four climates: arctic, subarctic, continental, maritime, and tundra.</p> <p>Compare the consequences any of the Alaskan climates have on the vegetation, and development of the respective regions.</p> <p>Develop graphs to compare temperature and rainfall between two Alaskan locations in different climatic zones.</p> <p>Consult elders for information on traditional methods of predicting weather by the winds, red sun, moon, dogs, etc.</p>
<p>TORY</p> <p>e and the Land</p>	<p>The origin of Alaska's Native people.</p>	
<p>nal</p> <p>idge</p> <p>neal</p>		<p>Name and locate each of the Native groups on a map of Alaska. Discuss theories of early migration to Alaska.</p>
<p>ence</p> <p>n</p>	<p>The relationship between the Native people and their environment.</p>	
<p>n Yupik</p>		<p>Invite a person who has lived a subsistence life style to share experiences as they relate to the seasons.</p>

EPT

SAMPLE LEARNING ACTIVITY

The Learner will:

Demonstrate two historic or subsistence food gathering activities and relate the role of women.

Analyze the roles described
K. Nelson's "Shadow of the H
in "Ipani" by James K. Wells
determine what role you woul
liked to play in early Nativ
Orally describe five advanta
five disadvantages of living
now.

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ALASKAN STUDIES

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand:</u>	<u>The Learner will:</u>
	The traditional religion of each Native group included spiritual leaders and beliefs.	<p>Debate the advantages and disadvantages of not having a written language.</p> <p>View the Inua slides and discuss the relationship between spiritual beliefs and these art forms.</p> <p>Compare traditional religious beliefs with modern day taboos.</p>
	The art forms of the various native groups as artistic expression.	<p>Design an Eskimo mask, an Athabaskan spirit stick, or a Tlingit totem pole. Involve Alaska Native communities in this experience to discuss their attitude and cultural sensitivity. This is part of the creation of such a form.</p>
	The relationship between the materials used in art and the geographic location of the native groups.	<p>After identifying the natural resources of each of the state's geographic regions, determine what materials have been used for art.</p>

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>Native art forms had spiritual, historical, cultural and utilitarian value in traditional native society.</p>	<p><u>The Learner will:</u></p> <p>Gather pictures of traditional art and discuss the relationship between the artison who worked on the tool itself in terms of attitude toward the object.</p> <p>View some native artifacts and perhaps create, an art p following the traditional fo which represents the spiritu historical, and cultural val of the native cultures.</p> <p>Make a list of utilitarian i were artistically rendered b Alaskans.</p> <p>Recreation was an important part of traditional native style.</p> <p>Execute one of the tradition activities performed at the Olympics (Blanket Toss, One One Foot High Kick, Stick Pu Kick, etc.) and describe ho activities reinforced the sk in a subsistence life style.</p>

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>Education was not formal, rather it was affected through transmission of life style and values by example and oral tradition.</p>	<p><u>The Learner will:</u></p> <p>Talk to a village elder about traditional life styles and</p> <p>Compare traditional native v those of modern Western soci</p> <p>Respect for age rather than</p> <p>cooperation rather than comp</p> <p>patience rather than aggress</p>
Events	<p>Ceremonial events played a religious, economical and social role.</p> <p>Traditional medicine was practiced by native Alaskans.</p>	<p>Have a traditional potlatch classroom and invite guests of the celebration.</p> <p>Watch the video tape on Del "Head, Hands and Heart" and traditional medicine to tha</p>
ation	<p>Travel modes were determined by geographic features and the availability of natural resources.</p>	

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ALASKAN STUDIES

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand:</u>	<u>The Learner will:</u>
		Compare traditional methods of transport with those used today, viewing the (U.S. Learn Alaska) Programs. Program #9, 10, & 11.
AL LIFE	The reasons for Russian explorations, the nature and extent of Russian settlement and the reasons for the decline of Russian influence.	Give two reasons why Russia was interested in exploring Alaska and identify some of the early explorers.
ation tion tional rivalry on enniki tion tion ary		Trace the voyages of Vitus Bering and report on the information brought back to Russia as a result of his exploration. Locate the first Russian settlement in Alaska and describe life in these communities. Compare Russian's settlement in Alaska with the French in Canada and the British in NE U.S.
	The impact of Russian activities on Native culture.	Evaluate the role and policies of the following Russians - Baranof, Catherine the Great, and the Natives of Alaska.

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CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>The impact of Spanish, French, and British contact with Russian America.</p>	<p><u>The Learner will:</u></p> <p>Describe the effects of Russian trapping activities on the Alaska Natives.</p> <p>Identify at least two lasting effects of Russian settlement on the cultures of Alaska.</p> <p>Research the impact of the Russian Orthodox Church in the lives of the education of Native Alaskans.</p> <p>Make a list of place names with origins from European contact with Alaska.</p> <p>Write a report describing the effects of Euro-American contact on the Alaska Natives.</p>
<p>RIAL HISTORY</p> <p>on</p> <p>tion</p> <p>or</p>	<p>The international forces and relations that led to the sale of Alaska to the U.S.</p>	<p>Describe the perceptions of Russian leaders that led them to sell Alaska.</p> <p>Create a play, poem or story that reflects the transfer ceremony.</p>

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p> K mining mining bust economy n Act </p>	<p><u>The Learner will understand:</u></p> <p>The importance and consequences of the gold rushes on Alaska's development and Native cultures.</p>	<p><u>The Learner will:</u></p> <p>Compare the 1911-1967 period the U.S. with that of the RU regarding:</p> <ol style="list-style-type: none"> 1) treatment of natives 2) education 3) law and order 4) economic activity <p>Give the date and the purpose of the First Organic Act and the purpose of the Act concerning Alaska Natives.</p> <p>Develop a timeline which includes the Gold Rushes which impacted Alaska:</p> <ol style="list-style-type: none"> 1) Juneau/Treadwell 2) Klondike 3) Nome 4) Fairbanks <p>Compare and contrast the social, political, and economic impacts of Alaska's "gold rushes" on the communities impacted.</p> <p>Evaluate the impact of Gold Rushes on Native lands and lifestyle.</p>

SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand:</u>	<u>The Learner will:</u>
<p> L DAYS y on c location r II location Territorial Guard statehood Committee reorganization 34 (Tribal, Traditional) 1 </p>	<p>Important changes that occurred in Alaska between 1912-1959 in politics, economics, and lifestyle.</p> <p>Develop an understanding of Alaska's struggle for statehood.</p>	<p>Develop a short history of t Alaska include:</p> <ol style="list-style-type: none"> 1) Date Alaska become a terr 2) Difference in rights betw citizenship of the U.S. a of a territory. 3) Three people important to during Territorial days 4) Accomplishments of territ government 5) Contributions of women 6) Changing life of Natives <p>Describe the ongoing changes Alaska's economy during the time from 1912, when Alaska U.S. territory, up to 1959 w became a state, including at change that occurred as a re New Deal, World War I, Depre World War II.</p> <p>Debate the arguments in supp in opposition to statehood.</p>

SECONDARY SOCIAL STUDIES
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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand:</u>	<u>The Learner will:</u>
	Demonstrate knowledge of the powers and functions of federal/state/local government.	<p>Learn the state flag song and picture of the state flag and flower.</p> <p>Explain why Alaska's Constitution is considered a model document.</p> <p>Through interviews with local officials, identify the executive, legislative, and judicial branches of local/state government.</p> <p>Attend a village or city council meeting. Write a report on the issues discussed and the process through which they were resolved.</p> <p>List the state and federal laws which impact village life.</p> <p>Describe a local or state law that affects the life of Alaskan people.</p> <p>List the purposes and characteristics of local government organizations such as borough, city, REAA, etc.</p> <p>Research women who have been active in Alaskan politics. Write a report describing the women's experiences.</p>

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ALASKAN STUDIES

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand:</u>	<u>The Learner will:</u>
<p>ARY PERIOD</p> <p>nal rights</p> <p>l values</p> <p>Federation of Natives</p> <p>Native Claims</p> <p>ement Act</p> <p>Regional Corporations</p> <p>Corporation</p> <p>ice</p> <p>eeze</p> <p>Service</p> <p>mental Impact</p> <p>ment</p> <p>ational Interest</p> <p>Conservation Act</p> <p>ucture</p> <p>t Fund</p> <p>s</p> <p>l</p> <p>ble</p> <p>newable</p> <p>de</p> <p>ral</p> <p>cus</p> <p>nty</p> <p>rcumpolar Conference</p> <p>unication</p> <p>e</p>	<p>The significance of the Alaska Native Claims Settlement Act.</p>	<p>Write a report on traditional customary Native use of the the cultural value of land t Alaskans.</p> <p>Describe the fight for passage Alaska Native Claims Settlement include reference to:</p> <p>Two people who were instrume passage.</p> <p>One reason for passage.</p> <p>One effect of the passage of</p> <p>One organization involved in struggle for passage.</p> <p>Describe provisions of the A Native Claims Settlement Act</p> <ul style="list-style-type: none"> . Traditional relationship w . The amount of land selecte Alaska's Native people and land claim was relinquished . The amount of money to be p Alaska's Native people. . After born provisions . 1991 . The corporate and individua land ownership for land and development.

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>Alaska's natural resource potential and problems and issues related to their development.</p>	<p><u>The Learner will:</u></p> <ul style="list-style-type: none"> . Alaska National Interest Land Conservation Act . Previous settlements between government and Native Americans (The Cree Indians). <p>Give a definition of natural resources and identify Alaska's major resources on a map.</p> <p>Compare and evaluate at least two arguments in favor of and two against the further development of logging, fishing and oil and gas development.</p> <p>Using the Alaska Resources Kit "Mineral," trace the history of mining in Alaska. Write a letter to a mining company for information on current mining activities in the state.</p> <p>Identify five issues involved in the ecologically sound use of land.</p> <p>Identify at least one major federal agency and one state agency involved in the management of Alaska's land.</p>

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>The importance of human resources to Alaska's development.</p>	<p><u>The Learner will:</u></p> <p>Give at least one positive and one negative change that has occurred as a result of the increase of tourism to Alaska.</p> <p>Give a definition of human resources and at least three examples of human resources.</p> <p>Evaluate the role of education in maximizing Alaska's human potential.</p>
	<p>Alaska's social, economic, and political connections with other Pacific Rim nations.</p>	<p>Identify four of Alaska's present trading partners and five present exports.</p> <p>Evaluate Alaska's present and future role in relation to Pacific Rim nations.</p> <p>Establish a Sister School with a Pacific country and communicate with students in that school.</p>
	<p>Alaska's capital infrastructure and its importance.</p>	<p>Draw a map of Alaska showing transportation systems air, land, and water.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand:</u>	<u>The Learner will:</u>
	The significance of Alaska petroleum industry to Alaska's wealth, development, and lifestyle.	Describe how satellites have made Alaska a leader in the development of a new community system.
	The importance and impact of technology on Alaska development and lifestyle.	Chart population change and revenue picture from 1950 to present. Compare revenues generated by oil to those from other resources/industries. Carry out a survey and field study to find out impact of oil revenue on local community. Compare ways in which Alaska has developed to and different from Third World and other developing nations. Evaluate the impact of one of the major Alaska developments: airplane, satellite, special plant, strait, railroad, computer. Analyze the impact of modern technology on traditional native lifestyle.

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand:</u> Decisions today affect Alaska's future.	<u>The Learner will:</u> Identify two issues of concern Inuit Circumpolar Conference Analyze the potential impact/ following on Alaska future: Permanent fund, Resource tax policies, Federal land owners Compare land ownership pattern Alaska with other states.

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
ive Advantage ive Advantage Advantage zation on n	<p><u>The Learner will understand that:</u></p> <p>The study of economics is essentially the study of scarcity and the ways that human beings have responded, do respond, or might yet respond to this universal problem.</p> <p>One way of doing things is likely to replace an earlier one when it proves advantageous in comparison with the first or in comparison with other alternatives.</p>	<p><u>The Learner will:</u></p> <p>Describe the conditions of s a rural and an urban family and an urban and rural famil by demonstrating the choices people make.</p> <p>After reading case studies o Alaska and other Pacific Rim identify common needs and wa as the manner in which they needs via substitution.</p>
ORGANIZATION nal economy economy	<p>When people divide and specialize labor, each must be able to count on having access to what others produce in order to survive.</p>	<p>Distinguish among the concep comparative, competitive, an advantage.</p>

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ECONOMICS

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
economy sm m m nce	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
efficiency nomics nomics	Systems of economic organizations are collective responses to the problem of scarcity.	Explain the ways that people access to the products of other people's labor by including a) tradition (allocation by roles, rules, customs); b) (threat, force or legal authority); c) exchange (trading). Compare and contrast the systems in terms of efficiency, productivity, stability and the role of the consumer.
	Every society has to decide what goods and services to produce, how to produce these goods and services and for whom to produce them.	List and explain advantages and disadvantage of specialization.
		Explain the basic elements of organization as they are present in units ranging from the family to the international economy. (e.g. specialization, systematic allocation of products, interaction of members, etc.)
		Explain how Alaska and other Rim countries answer these questions.

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		Demonstrate a society's choice of its production should be specified including the effects of a variety of factors (e.g., cultural beliefs, native technology, raw materials, labor, capital available, international reliability of trade routes and agreements, traditional economic political alliances and rivalries, etc.).
	There are stages of economic development in a culture.	
		Make a chart identifying countries which are classified as part of the First, Second, Third, and Fourth Worlds. State the economic characteristics of each "World."
	There are basic differences in economic systems.	
		Identify characteristics of traditional, common, mixed and command economics and identify the basic economic system which characterizes various Pacific Rim countries.

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		<p>Prepare a bulletin board or kind of visual display showing similarities and differences and among economic systems. Graphically compare factors economic growth, production, income, prices, standards of cost of living, and indicators of personal freedom.</p> <p>Compare the buying power of a day's wages of citizens of two contrasting economic systems of consumer goods and services. compare indicators of relative availability of goods and services during selected time periods.</p>
	There are various meanings of the term "market".	State the distinguishing characteristics and functions of organized markets and give examples of situations appropriate for classifying the nature, processes or functions of organized markets.
	Demand has to do with buying or the willingness to buy.	State the relationship between quantities demanded of anything and the cost (sacrifices) required to obtain them.

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The learner will understand that:</u></p> <p>Supply refers to goods that are or would be made available to particular buyers, in the amounts that their producers/sellers are willing to offer ("market") at varying prices.</p> <p>The interdependence of choices made on buyer and supplier sides of a market (e.g., of demand and supply) determine market prices in a system of voluntary exchange.</p> <p>A surplus exists when less of a good is demanded than supplied at prevailing market price.</p>	<p><u>The Learner will:</u></p> <p>Locate an article in the news describes a price change. Determine the cause of the change and how it will affect demand.</p> <p>Participate in a buying-selling activity for some commodity. Keep track of prices and notice that as the activity progresses, the price of the commodity gravitates toward equilibrium. Generalize about the interplay of supply and demand.</p> <p>State the overall effect of a change in one segment of the economy as it moves in or a movement along the demand and/or supply curves. Give an example of an economy in equilibrium.</p>

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CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>In market economies prices are a major factor in the allocation of resources and the production of goods and services.</p> <p>Prices are conditioned by interactions of supply and demand and act as market regulations.</p> <p>Economic efficiency is defined and measured as the ratio of the value of the output to the value of the input.</p>	<p><u>The Learner will:</u></p> <p>State ways that producer-sellers respond to surpluses of goods they sell (e.g., lowering prices, cutting production and/or withholding goods from the market etc.).</p> <p>Compare two lists of items: (1) things people will buy with no regard to price, and (2) things people will not buy if prices sharply increase. Generalize about the items on the two lists. How would this information be useful to business people.</p> <p>Select a product, and conduct a survey in the community to ascertain the need for the product and views regarding need for more outlets. Map the community and make recommendations about the adequacy of supply in different parts of the community. Use supply and demand to explain the numbers and locations of supply outlets.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Businesses expend capital to provide for or expand the production of goods and services.	Explain the relationships between measures of efficiency and measures of choice-makers' opportunity costs.
	The economic organization of modern American society is classified as a modified market economy.	Using a variety of reference materials, discuss how businesses obtain capital (capital) to provide for or expand the production of goods or services.
	There are fundamental assumptions or premises and principal tenets or beliefs which distinguish capitalism as a system of social and economic ideology.	Identify examples and factors of a modified market economy given descriptions of various economic systems.
		Investigate and prepare a report on selected aspects of the economic system of the USSR. Consider topics such as agriculture, economic planning, decentralization, prices, housing, education, labor unions, and

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CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
ON OF PRODUCTION	<p><u>The Learner will understand that:</u></p> <p>There are four basic classes of economic or productive resources--land, labor, capital and time.</p> <p>Labor is one of the factors of production and is the main source of income for most households in the U.S.</p>	<p><u>The Learner will:</u></p> <p>Classify incentives leading to cooperate in specialized, production of a modified market (e.g., a) monetary market, price incentives; b) by economic resource choice-maker as profits, rent, etc.).</p> <p>Inventory the production resources of the various countries of the world. Compare allocation and use of these resources.</p> <p>Survey the occupational characteristics of the community and report to the class by participating in a discussion centered upon a question such as: How will the occupational characteristics discovered affect future job opportunities? Consult references as the local employment agency, the Alaska Blue Book, telephone almanac, school officials, and the chamber of commerce.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Labor deals with human capabilities (mental and/or physical) as a distinctive class of productive resources.</p> <p>Collective bargaining provides certain functions in modern labor markets resolving certain types of issues.</p>	<p><u>The Learner will:</u></p> <p>Use library indexes and guide to locate articles about wages and salaries of various occupations.</p> <p>Research and report in graphical form the relationships between supply and demand for a list of jobs.</p> <p>Write a documented report comparing early labor unions in the United States to those of today. Choose an outstanding labor leader or organization and include a bibliographical list in the context of the report.</p> <p>Show selected events of labor history on maps and explain the geographical patterns and trends discovered by reading about labor organizations.</p> <p>Explain the functions of collective bargaining and identify the types of issues resolved through collective bargaining using case studies.</p>

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CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are economic principles underlying the use of strikes, or their withdrawals of services by labor.</p>	<p><u>The Learner will:</u></p> <p>Discuss the relationships between the use of strikes, etc. by labor and the prices employers are paid for further services and increased costs passed on to the consumer.</p> <p>Plan and conduct a case study for exploration of the meaning of the phrase "labor vote." Include discussions with informed people about the study and, when possible, reporting to other class members.</p>
<p>ORGANIZATION</p> <p>Partnership</p> <p>Partnership</p>	<p>Businesses may be grouped or classified in a variety of ways. The production of the economy is carried out through different forms of business and business organization.</p>	

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	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>tion tive erate terprise</p> <p>s / e fication subsidiaries</p> <p>ng industries lder</p>	<p><u>The Learner will understand that:</u></p> <p>Businesses use savings (stocks, bonds, loans and surpluses) to finance operations, increase productivity and to realize profits.</p>	<p><u>The Learner will:</u></p> <p>List and describe ten businesses serving your community. Review textbook, encyclopedia, and references to develop an outline of notes on characteristics of patterns of business organization and operations. Use the outline in analyzing and classifying the ten businesses on the list of ownership, by scope of operation and function, and by other criteria found in the readings. Present selected examples to the class for critiques.</p> <p>Locate or create a simulation activity wherein there is a need involving a need for capital. Assign roles or scripts to lead participants through a decision-making process. Define the need, explore alternatives, gather information to clarify likely results of each alternative, choose one option, and explain choice. Identify things to be assessed, assessing the actual results, and a "de-briefing" session following simulation.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	<p>There are different degrees of risk in preferences, opportunities and choices of consumers, producer-seller and resource suppliers.</p>	<p>Select stock and chart the daily closing prices noticing the "ups" and "downs" of the stock market. Use the financial page of the newspaper as a resource.</p> <p>Obtain the latest financial statement of a corporation. Read for the following: How much profit is reported? Can you figure the profit margin? The percent of profit on invested capital? What does the report have to say about factors that affected the year's profits?</p>

There are various ways money is defined.

Identify the various ways that money is conventionally defined (e.g., as a medium of exchange, a unit of account, a unit of contract, a component of money supply, etc.)

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>An economic community's money supply is affected by the willingness of private parties (households, banks, businesses) to continue, increase or curtail spending and investing.</p>	<p><u>The Learner will:</u></p> <p>Identify modern monetary unit currency that represents them</p> <p>Distinguish between the nominal value and the real or market (purchasing power) of currency checks.</p> <p>State the standards to which values of currency have been</p>
<p>BANKING</p> <p>l banks institution reserve system</p> <p>rate policy erve requirement ouse ng der posit</p>	<p>There are characteristics or operations distinguishing the major types of commercial banks.</p>	<p>Participate with others in de and conducting a survey of cr financial institutions in the Organize the results into a c format. Display and explain for other class members.</p> <p>Explain how our economy would affected if all banks were re maintain 100% reserve for dem deposits.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u> Investigate and make charts, board, or other visual display representing clearing house process used for local checks, out-of-town checks, and checks for another country. Trace one check through steps for other class members. Examine newspapers and other sources having current information about interest rates charged and paid on various kinds of accounts, insurance or loans. Formulate a set of questions that need to be answered to understand these references.
POWERS OF GOVERNMENT	The U.S. Constitution and modern law grants the federal government certain economic powers.	Identify examples of government economic power and responsibility in the U.S. at the national, state, and local levels. Use an encyclopedia, the text, or other available references to write a documented paragraph on items from a list including: the Federal Reserve System, easy money policy, tight money policy. Point out on a map of the United States the location of the Federal Reserve districts and the cities in which these banks are located.
Reserve System		
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CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p> y agencies res debt policy -vice payments </p>	<p><u>The Learner will understand that:</u></p> <p>The taxing and spending powers of the government affect the level of activity. In our society the government serves as a regulator, employer, consumer, and producer.</p> <p>Government regulation of the private sector has been the result of, and has resulted in conflict between business and government.</p>	<p><u>The Learner will:</u></p> <p>Develop a pie chart showing revenues are spent in your c</p> <p>Compare selected items of th community's budget several y with the same items today. to class discussion about go services consumed by governm</p> <p>Study a tax table and compar to be paid for each differen level.</p> <p>Identify the major types of the rationale/philosophy whi distinguishes each.</p> <p>Plan interview of owners and of local businesses on topic licenses and fees, permits o required by government at th levels (local, state, federa</p>

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ECONOMICS

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Trade is a vital part of a nation's economy.	<p>State reasons for a given country's economic policy given a research assignment and a variety of reference material (government control of safety on autos, labor disputes, credit regulations, etc.).</p> <p>Do a comparative chart depicting U.S. imports and exports with five foreign countries.</p> <p>Locate goods which are produced in foreign countries which you use in your community trade a resource. Sketch a map to show trade interrelationships.</p> <p>Prepare and participate in a debate on one of the following:</p> <ol style="list-style-type: none"> Resolved: That foreign trade stimulates world economy. Resolved: That "Buying American" goods only builds America.
	International trade is a reciprocal process by which we contribute to the satisfaction of economic needs of other nations and by which they contribute to our needs.	

EPT

SAMPLE LEARNING ACTIVITY

The Learner will:

Map exports of Alaska showing routes and work market regions for selected items. Do the same for imports. Share the maps with class members and write a report describing the economic impact of international trade upon Alaska residents.

Study a collection of illustrations from magazines, government brochures, and other printed materials concerning international payments between nations. On display including captions or capsule descriptions.

Make a chart showing changes in the balance of trade of goods and services for the United States since World War II.

Dramatize and present to the economic interpretations of global events in history or contemporary affairs. Events from are abundant and may span from colonization of North America to OPEC. Stress the impact on international trade.

SECONDARY SOCIAL STUDIES ECONOMICS

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
WARENESS	<p><u>The Learner will understand that:</u></p> <p>Many types of economic choices face consumers.</p>	<p><u>The Learner will:</u></p> <p>Identify the various economic choices facing consumers (e.g., purchase of goods, services, management of income saving and spending, institutional, family or personal). Identify an optimum choice for a consumer having a given set of preferences, constraints and opportunities.</p> <p>Try some consumer awareness activities such as comparison shopping, evaluation of consumer terms and labels, etc.</p>
on agencies buying ing al	<p>There are factors generally influencing consumer preference.</p>	<p>List the five latest purchases made and identify factors that influenced your choice of the service. Compile the lists of class members and develop a classification system. Compile lists of influences from a variety of sources.</p> <p>Make a collection of ads and ways each attempts to affect choice-making. Analyze relationships and classify the ads by proper types.</p>

SECONDARY SOCIAL STUDIES
ECONOMICS

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are provisions which are stated in a warranty or guarantee.</p> <p>There are ways to insure protection against fraudulent practices.</p> <p>There are advantages and disadvantages of different types of loans or credit plans for particular types of purchases and borrower-buyers.</p>	<p><u>The Learner will:</u></p> <p>Analyze recent purchases in terms of warranty protection or guarantee, period of protection, extent of coverage, exceptions and conditions, responsibility of repair or replacement, protection offered.</p> <p>Arrange for a field trip and conduct interviews or invite guest speakers from a local credit bureau, bank, consumer agency to explain credit buying and selling for the class.</p> <p>Identify fraudulent practices, study and apply ways to insure protection (e.g., identifying practices, using safeguards when buying, knowing how to complain or another recourse).</p> <p>State the advantages and disadvantages of different types of loans or plans.</p>

SECONDARY SOCIAL STUDIES
ECONOMICS

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Laws regulate consumer credit, market transactions, instruments, or information systems.	Explain the laws regulating consumer credit markets.
	There are procedures and agencies involved in the collection of consumer debts, enforcement of credit contracts, etc.	Identify ways that businesses and agencies use in the enforcement of credit contracts and compare them to one's rights and responsibilities in the borrowing and use of credit.
	Aids for consumer protection exist.	Research consumer protection agencies (Alaska Consumer Protection Agency, U.S. Food and Drug Administration, Federal Trade Commission) and evaluate the effectiveness of their policies and regulations in protecting those who consume specified goods and services.
		Read and discuss selected consumer guide publications and feature articles. Develop and use a decision-making strategy recommended for use by consumers. Record and evaluate the steps.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

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SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>OF GOVERNMENT</p> <p>on ion</p>	<p><u>The Learner will understand that:</u></p> <p>Government, as a process, is the formalized way by which humans resolve their conflicts in a way that is non-violent and efficient.</p> <p>A constitution establishes the structural framework within which political conflict may be resolved and often establishes citizen rights in relation to government.</p>	<p><u>The Learner will:</u></p> <p>Identify governments that have created as a result of political</p> <p>Cite European contributions to political theories expressed in the U.S. Constitution, given an understanding of the political thought of the Enlightenment.</p> <p>State defensible reasons why the framers of the Constitution made it difficult to amend.</p> <p>Distinguish between "formal" (Constitutional) actions of government and those permitted by "implied" powers of the Constitution.</p> <p>Support or disprove the contention that "the Constitution is what the Supreme Court says", citing relevant Court decisions as well as other sources.</p>

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Political institutions are a formal organization that functions to produce a way to resolve conflict and enforce decisions.	Read the Constitution of the State of Alaska. Analyze and graphically display the structural framework of the government.
		Observe a School Board, Village Council Assembly meeting. Orally report on the issues discussed and the resolution of problems addressed.
		Write a paper on the checks and balances formalized in the U.S. government structure.
	The U.S. Constitution and the Bill of Rights represent an attempt to guarantee the rights and liberties of U.S. citizens.	Choose, from a general list of the rights of American citizens, those which are guaranteed in the Constitution and its amendments.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		Define these terms: freedom of speech (religion, press, assembly, association), citizen, due process of law, statutory law, civil law, criminal law, felony, misdemeanor, age of majority, status offenses, ex post facto laws, writ of habeus corpus, search warrant, search and seizure, assault and battery, contract, probation, and discrimination, and "innocent until proven guilty."
	A political process is the method by which various individuals in groups arrive at accommodation of needs and desires.	Describe how political institutions function to resolve conflict and accommodate the needs of individuals in that conflict.
		Integrate the ideas of resource allocation and budgets.
		Evaluate how political candidates who are elected influence the processes of government.
	Policies are the outcome of the conflict/ resolution process and are often related to the amount of power that the participant has.	Evaluate the success of a political party and/or interest group in achieving its goals.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		Discuss the role of the bureaucracy in the conflict/resolution and policy implementation process.
		Differentiate between foreign and domestic policy.
TYPES OF GOVERNMENT		
Democracy Autocracy Communism	Governments differ in terms of leadership, the participation rights of citizens, and the organization, functioning, and performance of government bodies.	Compare and contrast different governmental forms such as Tribal Council, School Board, City Council, Student Council, State government.
	Participation is the degree to which an individual takes part in the governmental process.	Identify organizations in which a person makes decisions, part of the group makes the decisions, and the entire group makes the decisions.
	A democracy is a type of government in which there is a high level of participation in the decision making process by citizens; groups and organizations compete to get their policies into law; there is an emphasis on civil liberties and civil rights; and the leadership is chosen by some form of mass participation.	

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		Demonstrate an understanding of pluralism by developing pro and con arguments on an issue by interview, analyzation of written articles, and/or by evaluating a meeting.
		Simulate a mock trial on civil liberties and/or civil rights issue.
		Identify democratic and undemocratic practices from descriptions of the governmental practices of widely differing societies.
		Debate rights and responsibilities of citizenship such as the obligation to vote, right to bear arms, the justification for self defense, and women's obligation to defend their country.
	In a democracy political and legal sovereignty is divided; political sovereignty is held by the people and legal sovereignty is held by the elected officials.	
	In an autocracy, sovereignty is concentrated in one or a few people.	
		Differentiate between legal and political sovereignty.
		Read and analyze <u>Winnie the Pooh</u> and/or <u>Animal Farm</u> and illustrate the power structure depicted in these books.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Communism is a non pluristic form of government in which emphasis is given to human cooperation and equitable distribution of economic resources.</p> <p>From a legal perspective, governments can organize as a federal, confederal, or unitary system.</p> <p>There are differences in the ideological goals of a nation and its actual mode of practice.</p>	<p><u>The Learner will:</u></p> <p>Simulate a commune and how it operates to equally distribute economic resources without engaging in conflict.</p> <p>Demonstrate an understanding of a communistic form of government by researching communist systems.</p> <p>Chart various governments; label them as federal, confederal or unitary systems and define these terms.</p> <p>Cite reasons for shared and enumerated powers, given an understanding of the federal system outlined in the U.S. Constitution.</p> <p>Given a list of governments, political systems, and philosophies (e.g., monarchy, enarchy, dictatorship, socialism, democracy, capitalism, communism), identify several factors in each which set it apart from the others.</p>

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
LEVELS OF GOVERNMENT	Government takes place at all levels of society from the family to an international level. Different levels of government have different functions.	Distinguish between private and public organizations.
National	Within private organizations such as families, groups, clubs, churches, and businesses, structures exist in order to facilitate a decision making process.	Identify the decision making process within four private organizations.
State	To facilitate efficiency and citizen involvement, state and local units of government are usually established in countries.	Identify functions of state and local government in Alaska and ways in which individuals can participate at each level. (Analyzing listings of governmental antities in a phone book may help in this activity.)
Local		Research local and state budgets identifying sources of revenue at each level of government in pie chart form.
City		
Borough	National governments have certain functions that benefit the nation as a whole.	

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	There is an inter-relationship among various levels of government which consists of a sharing of functions, dissemination of funds, and regulation from one level to another.	Identify functions of national government. Distinguish between those that are domestic policy and those functions that are foreign policy.
		Find how your community receives federal and/or state funds. Analyze the influence these monies wield with the "strings" attached.
		Identify methods, other than personal income tax, to support the functions of the national government.
	International governments are loose unit organizations that usually have an economic or security function.	Evaluate the effectiveness of historic and contemporary international governmental organizations: a) state reasons for and major participants in each; b) compare and contrast them in terms of how well they achieve c) the goals for which they were founded.
		Participate in a mock United Nations.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
THE ORIGIN AND NATURE OF POLITICS		Organize a mock international organization with goals functions one which is economic and one which is security oriented.
Values	People have needs and desires that are determined by their value system.	
Conflict		Develop a personal priority list of needs and wants.
Compromise		
Politics	Value systems may be determined by culture and environment.	Given a cultural case study of an Asian Pacific country, attempt to determine the similarities and differences in a values priority list developed by an Asian teenager with one of an American teen.
	Different value systems may cause conflict.	
	Compromise is human interaction to resolve conflict that arises out of conflicting values and needs.	Describe how different cultures and forms of socialization can lead to conflict.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Politics is the way humans resolve conflicts in order to arrive at a common course of action. It is a natural product of human differences.</p>	<p><u>The Learner will:</u></p> <p>Simulate a situation that begins with conflict, then a process of negotiation, that results in a policy.</p> <p>Demonstrate how power is used in determining outcome of conflict.</p> <p>Simulate an exercise where negotiations break down and result in violent resolution (war) or conflict leading to an imposed peaceful solution.</p> <p>Analyze a political situation in a family, group, the state or an international situation.</p>
POLITICAL PARTIES	<p>There are roles and functions of political parties in the American political process.</p>	<p>Distinguish between government and political party activities in a description of a political election.</p> <p>Attend a political party precinct meeting and report orally on your impressions.</p>
<p>Democrat Republican Libertarian Precinct Platform Nomination</p>	<p>The two major parties in the U.S. include representations of almost all groups within the society.</p>	

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POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		Suggest reasons why two parties have dominated American politics.
		Outline the major differences between the Republican Democratic parties after studying their platforms.
	There are various responsibilities and duties of parties in the election process.	
		Outline the process of nominating and electing a president. Cite the responsibilities and duties of the parties in the process.
	There are roles that third forces and third parties have played in the American political system.	
		Evaluate the influence of third or minor parties in American political history.
		Research the philosophy of the Libertarian party and its impact on Alaskan politics.
POLITICAL PROCESSES		
Electoral College	There are political concepts which have developed through a process of human interaction in real political cultures.	Identify, from a description of political activity, examples of the special vocabulary of politics (e.g., "horsetrading", "caucus", "gerrymander", "filibuster", etc.).

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are characteristics distinguishing political processes from other decision-making processes.</p> <p>There are factors which may influence an individual's or group's voting behavior.</p>	<p><u>The Learner will:</u></p> <p>Present well-reasoned arguments to prove or disprove the statement that "politics is the art of persuasion and compromise".</p> <p>State the role of compromise in the passage of the Alaska Native Land Claims Settlement Act. Identify the principals and interests involved and the resolution of the land ownership questions.</p> <p>Research reasons for political apathy and low voter turnout, given information on various political elections and on percentages of registered voters failing to vote.</p>
CITIZEN INVOLVEMENT	<p>There are various ways citizens can become informed and affect the solution of issues of public concern.</p>	<p>Indicate which are legal responsibilities from a list of generally agreed-upon responsibilities of citizenship.</p>

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SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		List ways citizens can inform themselves about the issue; suggest means a citizen can use to initiate action on the issue; suggest means a citizens can use to influence the actions of others.
		State, given a list of prominent pressure groups (lobbies) and a place of legislation pending before Congress or a state legislature, which groups have an interest in the proposed legislation and how these interests might conflict.
	There are factors which may affect the degree of pressure an individual is able to exert on political decision making.	
		Evaluate the effectiveness of a variety of techniques citizens might use to influence political decision makers on an issue of public concern.
	There are various ways in which pressure groups influence legislative decisions, the actions of administrative and regulatory agencies as well as public opinion.	
		Distinguish among legal, ethical, and practical techniques, given descriptions of lobbying techniques.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
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The Learner will understand that:

The Learner will:

Present well-reasoned arguments for and against the statement that lobbyists and interest groups are positive features of the American political system.

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SECONDARY SOCIAL STUDIES
PSYCHOLOGY

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
THE SCIENCE OF PSYCHOLOGY		
Psychology	Psychology is the science of mind and behavior.	Develop a definition of psychology.
Data		
Explanation	Science evidence is comprised of data.	Brainstorm possible sources of data in psychology and state how they could serve as evidence.
Prediction		
Replication		
Inference	Explanation in psychology as a science refers to the analysis of the stimulus conditions which determine particular behaviors.	Contrive a variety of stimuli that could elicit certain behaviors in human being.
Statistics		
Control	Prediction in psychology refers to precisely stated hypotheses of conditions determining behavior.	Predict what human beings will do given a variety of hypothetical situations and cite reasons for his/her opinion.
	In psychology, the control is knowing the necessary and sufficient conditions under which behavior occurs.	Explain what the control group is, given several research activities.
	Knowledge of psychology has helped improve the quality of life.	

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are several central issues and controversies in the field of psychology.</p> <p>Psychology seeks universal laws of behavior and also recognizes the uniqueness of individual persons.</p> <p>There is a history of psychological movements/ trends which can be studied.</p>	<p><u>The Learner will:</u></p> <p>Report on contributions the field of psychology has made to the improvement of our lives.</p> <p>Participate in a debate dramatizing how some psychologists emphasize the inborn, innate causes of behavior, and others the environmentally determined causes. (Nature vs. Nurture; Nativism vs. Empiricism; and Heredity vs. Environment.)</p> <p>Contrast how some psychologists stress a strict empirical analysis of behavior, while others emphasize internal subjective experience.</p> <p>Develop a position paper describing how individuals can be unique and yet are subject to universal laws of behavior.</p> <p>Write a report on the contributions of Freud, Erickson, Bruner, Adler, Skinner and others.</p>

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SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	There are basic methods of psychology as a science (replication, and the basic principles and techniques of descriptive and inferential statistics.)	Use statistical tables, graphs, charts, and observations to draw inferences, interpret relationships, identify variables and select appropriate forms.
	There is a vocabulary vital to the field of psychology.	Use psychological terms appropriate in context. Identify psychological terms commonly used by the general public.
	There are a variety of careers in the field of psychology, including therapist, psychologist, child psychologist, etc.	Prepare a report on the education and training required of a variety of careers in psychology including detail about where further training is available.
	Basic behavioral predispositions are genetically based and interact with the environment in complex and yet unknown ways.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		List basic genetic predispositions of human beings at a given period of life.
		Detail in a written report the basic anatomy and psychology of the nervous system, and relate how it affects behavior.
	The brain is a major part of the total integration of the body with its environment.	Illustrate how the brain functions to interact with the environment outside of it.
BASIC PSYCHOLOGICAL PROCESSES	There are three basic storage models of memory: sensory, short term, and long term.	Use examples to demonstrate the use of sensory, short term and long term memory.
Conditioning		
Learning		
Memory		
Cognition		
Intelligence	Information is processed through a basic input (stimulus) - output (response) model.	
Language		
Perception		
Emotion		
Stimulus-Response		Illustrate how the lack of a particular sense causes information to be processed differently by some people.
Skinner		
Psycholinguistics		
Motivation	The study of cognition is the study of thinking behavior.	
Stress		

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SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Intelligence refers to the description of assumed general mental or learning ability.	Review psychological theories which view humans as rule-governed organisms.
	There two basic theories of language: Skinnerian Associationism and Psycholinguistics.	Survey a series of intelligence tests and determine how they measure intelligence.
	Language is composed of two basic components, structure and meaning.	Prepare a report detailing the main tenets of Psycholinguistics or Skinnerian Associationism and tell what relevance each has.
	There is a relationship between language and thinking.	Use a foreign language and demonstrate structure apart from meaning.
	There is a difference between cognitive theorists (emphasis on internal thought processes) and learning theorists (emphasis on overt behavior).	Write a stream-of-consciousness fast write.

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are emerging new areas of perception.</p> <p>Motivation is a hypothetical construct used to explain behavior.</p> <p>Biological, social and cognitive motives operate in complex interactions to determine behavior.</p> <p>Emotion is an affective state which motivates behavior.</p> <p>Stress can have both positive and negative effects on behavior.</p>	<p><u>The Learner will:</u></p> <p>Prepare a report on one or more of the following: extra sensory perception, split brain phenomena, the bicameral mind, hypnosis, psychedelic experiences, meditational states or biofeedback.</p> <p>Using characters from literature, T.V. or films, discuss what motivated their personality.</p> <p>Prepare a complex analysis of an action including cognitive, biological and social motivations.</p> <p>Cite examples where feelings caused him/her to act in a certain way.</p> <p>Give examples of how stress can be positive as well as negative in a person's life.</p>

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		Give an example from personal experience where coping strategies were necessary.
		Demonstrate examples of personal decision-making skills and problem solving techniques in his/her daily life.
PERSONALITY THEORY		
Psychoanalysis	The study of personality involves models of "within the person" dispositional variables.	
Behaviorism		Describe a variety of facts within one person's personality.
Humanism		
Ecological approach		
Case studies	The main models of Personality Theory include: Psychoanalytic, Behavioristic, Humanistic, Ecological, and Eastern and Oriental models.	
Projective tests		Prepare an indepth report on one of the models of personality theory and participate in a panel discussion of a variety of models.
	There are basic types of personality assessment: interviews, case studies, paper and pencil tests, and projective tests.	
		Conduct several types of assessment using peers or other students and compare the type of information gained by the assessment.

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
HUMAN DEVELOPMENT		
Maturation Stages Socialization	Development is a continuing process of maturational and environmental interaction.	Interview an older person about his/her life, describing ways they developed.
	Development is a continuing additive function of establishing habits and a discontinuous process of discrete stages.	Highlight various stages in his/her individual life.
	There are stages of development.	Create a timeline describing psychological, emotional, social and cognitive characteristics for infancy, toddler, preschool, middle childhood, adolescence, adulthood and senescence.
	Love, and early and late attachment behaviors are vital to social, emotional and cognitive growth.	Tell how love is important to the healthy growth of the individual.
	Socialization is the process by which a child acquires behaviors, beliefs, standards and motives that are appropriate to his culture and family.	Use examples from literature which illustrate how a child was socialized into a particular culture.

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
DEVIANCE	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	<p>In human behavior there is a range from normal to deviancy.</p> <p>Situational variables</p> <p>Intervention</p> <p>One tends to attribute deviancy in others to dispositional variables, and deviancy in oneself to situational variables.</p> <p>There is a variety of models for analysis and intervention of deviant behavior.</p>	<p>Explain how certain behavior acceptable in the U.S. may be considered deviant in an Asian culture.</p> <p>Recall instances where he/her acted deviantly and "blamed it" on situational variables. Re-analyze the incidents from another perspective.</p> <p>Report on intervention strategies used for deviant behavior.</p>
	<p>The human species have similarities and differences in adaptation to the environment.</p> <p>Adaptation</p> <p>Person perception</p> <p>Ecosystem</p> <p>Social behavior is <u>most</u> typically based on "person perception" rather than objective reality.</p>	<p>Dramatize scenarios where individuals from a variety of climates and environments visit Alaska.</p> <p>Use situations from history to show how people's perceptions caused them to act in a certain way, apart from any objective reality.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
THE SCIENCE OF SOCIOLOGY	Sociology is the scientific study of human society.	Develop a definition of sociology after reading an account of the development of sociology.
Sociology		Write a short paper on the contributions of Comte, Spencer, Durkheim, Marx, Weber.
Science		Develop short biographical sketches of prominent sociologists identifying the kinds of activities sociologists are pursuing. (Cooley, Erikson Behaviorists, Merton, and Mills)
Sociologist		
Primary and Secondary Source	Sociology is a field of study which has a history.	Formulate a research project, stating the hypothesis and outlining the steps one goes through in testing it.
Behavior		Discuss the ethical problems of sociological research.
	Sociology employs the scientific method to analyze the behavior of human beings in group situations.	Tabulate the number of times research is cited in T.V. advertising. Appraise these reports in terms of whether the research method used is scientific.

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Sociological information is obtained from a variety of sources including personal observation, printed materials, conventional research materials, audio-visual materials, maps and graphs, lists and experiments.</p>	<p><u>The Learner will:</u></p> <p>Differentiate between primary and secondary information sources.</p> <p>Name two ways a community might utilize the assistance of sociology.</p>
SOCIALIZATION	<p>Socialization is a process by which the individual becomes a functioning member of society.</p>	
<p>Socialization</p> <p>Personality</p> <p>Inherited</p> <p>Social interaction</p> <p>Institutions</p>	<p>Personality is formed through the process of socialization utilizing the combination of inherited characteristics and environmental influences.</p>	<p>List the character building influences and organizations in a community in order of their importance in contributing to one's personal development.</p> <p>Read a life of Thomas Edison and report on it. Bring out the factors of his heredity and environment which contributed to his success.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		List his/her own personality traits and those of others. Look for patterns which illustrate the importance of social factors in influencing personality.
		Demonstrate an ability to identify his/her values and how they relate to occupational choices and lifestyles.
	Social interaction is the basis of social life and involves cooperation, conflict, and accommodation.	Do a socio-drama illustrating the role of family, the peer group and the school in socializing the individual.
	Each society develops institutions to aid the socialization of its members.	Compare and contrast education as an agent of socialization in the U.S. and the Soviet Union.

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
CULTURE		
Culture Subculture Counter culture Ethnocentricity Cultural relativism	<p>All humans have certain needs. Culture determines the way those needs are met.</p> <p>Elements of culture include language, social structure, social customs, economic system, religion, education, socialization, mores, norms, behavior patterns, aesthetic art and a hierarchy of authority.</p> <p>Each society has a culture distinct from any other although specific components of a given culture may also be found in different cultures.</p>	<p>List the five basic institutions and their presentations in several different societies.</p> <p>Select a definition of culture.</p> <p>Identify the cultural traits of a Native Alaskan group.</p> <p>Make a list of cultural traits which identify the American culture.</p> <p>Describe and illustrate how cultural diversity may be found not only between societies but within societies, in the form of subcultures and counter cultures.</p> <p>Use stories, poems, music, and factual materials to identify similarities and differences in various cultures.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Ethnocentrism is a problem in the scientific study of culture.</p> <p>A society's whole system of institutions including the artifacts it produces, constitutes its culture.</p> <p>Geographic environment influences cultural patterns.</p>	<p><u>The Learner will:</u></p> <p>Have a panel discuss how much insight into the social organizations of other nations is likely to be gained by the American tourist abroad. Address cultural relativism in the discussion.</p> <p>Write a paper discussing how anthropological studies have brought understanding of many of the important processes governing cultural development.</p> <p>Create an art project in the style of a culture other than contemporary American.</p> <p>Discuss the effect of isolation on the cultural diversity of a people. (For ex., the Toda tribe in India)</p> <p>Develop a TV or radio news broadcast (written script, simulated newscast presentation, or tape recording) reporting events which illustrate cultural similarities and differences between a Pacific Rim society and contemporary American society.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Culture changes as people put together ideas in new ways, encounter the ideas of other cultures, and generate new ideas to respond to problems.</p> <p>Culture shock results when one has to live in a new culture that is extremely different from one's own culture.</p>	<p><u>The Learner will:</u></p> <p>Identify an example of cultural change resulting from a new idea.</p> <p>Describe the relationship between population change and cultural changes.</p> <p>List three great inventions, the series of changes produced by each, and the importance of these inventions in speeding cultural change.</p> <p>Through a panel discussion examine incidents of cultural shock encountered when native villagers move into a community that is primarily contemporary American culturally and when an urban resident moves into a village.</p> <p>Play "Ba Fa" "Ba Fa" (A simulation which illustrates cultural shock when two very different cultures that do not share an interdistinguishable language, exchange visitors.)</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
GROUPS		
Group	Human survival depends on living in groups.	Examine the difficulties faced by early man in his struggle for survival and the extent to which social groups were important.
Aggregate		
Class		
Interaction		
Conformity	People learn human behavior characteristics through group interaction. Since human beings are gregarious creatures, any understanding of humans must include an understanding of human groups.	Conduct a class survey. Have students name the different groups with which they identify. Develop classifications for these groups.
Folkways		
Mores		
Norm		
		Observe the activities of spectators at a school athletic event.
	The quality of human existence is dependent on the degree of intergroup cooperation.	
		Analyze the social structure at your school to determine if there are "in" group and "out" groups.
	Participation in a group activity may help to meet individual needs.	
		Participate in a panel discussion on the advantages and disadvantages of "going along with the crowd" illustrating the principle of conformity.

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Groups exercise social control over the activities of their members through a system of folkways and mores.

List activities which are forbidden and if undertaken could result in legal action or sanctions. Then list activities which are forbidden and if undertaken would result in mild disapproval only.

Identify a mass movement in the U.S. and research the movement.

Collective behavior (frequently) permits individual deviation from societal norms.

Have a representative of the local police department address problems involved in handling large groups of people or "mob" situations.

MINORITIES

Minority
Race
Ethnicity
Gender
Segregation
Integration
Discrimination

There are important similarities as well as wide differences in physical characteristics between individuals of different races.

Prepare a bulletin board display consisting of pictures of outstanding American citizens who are members of minority groups.

When discussing minorities, the concept of ethnicity should be explored.

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		Report on various ethnic group revitalization movements in the past 25 years.
	Court rulings have changed the idea of segregation.	Participate on a panel discussing the pros and cons of "Assimilation and Amalgamation as Possible Steps Toward Solving Minority Problems."
	Gender has been a basis for discrimination in our society.	Research the social, economic, and political changes in the status of American women which have occurred in this century.
		Contact the Alaska Women's Commission and the Human Rights Commission for data on the status of Alaskan women. Analyze and report on the data.
FAMILY		
Family	Structure and functions of families vary among different cultures and over time.	Analyze the roles and relationship of one's own family members, family names, customs and traditions.
Nuclear		Identify changes in the American family since colonial times.
Extended		

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Child abuse, incest, and family violence are forms of social disorganization within the contemporary American family.</p>	<p><u>The Learner will:</u></p> <p>Using cartoons and magazine advertisements, develop a bulletin board portraying the stages of family life (childhood, adolescence, courtship, marriage, parenthood, grandparenting, widow(er)hood).</p> <p>Do a simulation game, "Generation Gap" in which the roles of individuals are profiled and illustrate conflict and compromise in family interaction.</p> <p>Participate in a Socio-drama of an international convention of teens who have come together to discuss their respective family systems.</p>
SOCIAL STRATIFICATION	<p>Societies are composed of social classes which are defined by their economic, political and social power and their prestige within the society.</p>	<p>Use readings from national magazines to illustrate the gap between the rich and poor and the impact of social class in the areas of life chances and style of life.</p>
Stratification Classes Social mobility		

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Social Stratification is based on the unequal distribution of property, power, and prestige.	Distinguish between open and closed of stratification. Illustrate by looking at stratification systems in other countries.
	Differentiation of social roles is based on sex, age, kinship and occupation.	The student will identify job trends in the local community in the last thirty years.
		The student will exhibit knowledge of various lifestyles represented within the community.
	Patterns reflect the degree of social mobility and stratification in a given locality.	Prepare a list of occupations. Rank occupation according to social status and compare rankings. Discuss conclusions which are suggested by the results of comparison.
		Use clippings from newspapers and magazines and make a bulletin board depicting vertical mobility in present day U.S.

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
RELIGION		
Religion Supernatural Cult Sect Magic	Religion is a system of beliefs and practices.	Interview at least three parents of younger children to learn what they hope their children will achieve in life. Explain how findings relate to social mobility. Make a listing of the religious institutions in your community. Explain three concepts of the supernatural. In a three page paper, contrast and compare religion with magic, society, marriage, and other institutions.
SOCIAL INSTITUTIONS		
Institution Social Political Economic Family Religious Principle	All societies have institutions defined by their cultural traditions and priorities. Institutions regulate social relationships and interactions (Policy making, scheduling, role expectation, rewards, sanctions, restraints.)	List the 5 basic institutions and basic needs of all societies that they meet. Discuss the effect Western technology has had on the institution of education.

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Principles of American institutions include dignity of individual, democratic process, rule of law, equality, and justice.</p>	<p><u>The Learner will:</u></p> <p>Illustrate contradictions between American democratic principles and practices.</p> <p>Read Ruth Benedict's "Patterns of Culture" and have a panel discussion dealing with usefulness of the comparative method in understanding the development of man's social institutions.</p>
<p>SOCIAL CHANGE</p> <p>Change</p>	<p>All human societies are constantly in a state of change.</p> <p>Certain factors have contributed to the development and decline of particular civilizations (Technological, external invasion, internal instability, population pressure, resulting social conditions, etc.)</p>	<p>Prepare a bulletin board depicting social changes.</p> <p>Predict what you think American society will be like in the year 2050.</p> <p>Discuss reasons for immigration and identify ethnic groups which have most recently immigrated to Alaska.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Factors contribute to change/exchange in the shared values (consensus) or norms of a modern society (mass media, advertising, economic change, technological change, crises, education, etc.</p> <p>Social change is relative to time, place and circumstance.</p>	<p><u>The Learner will:</u></p> <p>Research the results of the Russian colonization of Alaska on the Aleuts and Tlingit indians.</p> <p>Choose an invention from the Industrial Revolution; trace its origin and development and impact on society.</p> <p>Discuss four points which should be considered when preparing for the future.</p>
<p>SOCIAL PROBLEMS</p> <p>Sanctions Deviance Integration</p>	<p>Social problems arise from alternative perspectives within a society.</p> <p>Every society contains aspects of social disorganization or social deviance.</p>	<p>Discuss the relative health of a loosely integrated society and its ability to absorb social change.</p> <p>Explain which categories of deviant behavior society considers most dangerous.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Consider deviance as a social construct by comparing behavior which is acceptable in one culture/society and unacceptable in another.

Social control is exerted in a number of ways.

Select a definition of internalization.

Distinguish between positive and negative, formal and informal sanctions.

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will:</u>	<u>The Learner will:</u>
THE SCIENCE OF ANTHROPOLOGY		
Anthropology Archeology Ethnology Ethnography Carbon 14 Geology Paleontology Excavation or dig Site Artifact	Anthropology is the scientific study of man's origins and nature.	Define anthropology and differentiate between physical and cultural anthropology.
		Write a paper which distinguishes between classical and prehistoric archeology, ethnology, and ethnography.
		Document some of the importance milestones in the development of anthropology into a science.
	Anthropology as a discipline is more than 100 years old.	Describe the work of Sahagun and Lafetau. Recall why Taylor, Morgan and Frazer are called the "founding fathers" of modern cultural anthropology.
	A variety of procedures, tools, and methods may be applied in the study of early man.	Compare the carbon 14, uranium, fluorine and potassium argon methods of dating. Analyze the strengths and weaknesses of each.

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Anthropology is related to other sciences including zoology, physiology, sociology, psychology, etc.</p> <p>Anthropology has practical application.</p>	<p><u>The Learner will:</u></p> <p>Read James Michner's book, "The Source", and write a report on what you learned about dig procedures, tools, and methods.</p> <p>Visit local sites/or view local artifacts which have been identified as representative of the community's past.</p> <p>Demonstrate comprehension of anthropology as a science related to other sciences.</p> <p>Have a panel discuss how the study of anthropology may contribute to better understanding among peoples of the world.</p>
PHYSICAL ANTHROPOLOGY	Geological chronological periods in the history of the earth have been determined.	
<p>Spontaneous generation</p> <p>Genus</p> <p>Species</p> <p>Anthropoid</p> <p>Homo sapiens</p> <p>Genotype</p> <p>Polytypic</p> <p>Primate</p> <p>Fossil</p>		<p>Prepare a terrarium using different materials to create strata representative of the six geologic eras. Make the strata proportionate to the chronological time represented..</p> <p>Identify the dominant form of life during each of the geologic eras.</p>

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ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
Era Epoch Period	<u>The Learner will:</u>	<u>The Learner will:</u>
	There are three main theories of the origin of life.	Identify the three theories which have been used to explain the origins of life.
	Living organisms are divided into two major divisions - plants and animals.	Write a news report announcing: . Lamarch's theory of evolution . Darwin's theory of natural selection . S. Miller's experiment and its relationship to theories on the origin of life.
	Mendel's Laws of Inheritance were a significant breakthrough in understanding biological inheritance.	Develop a list of differences between plants and animals.
	Humans can be distinguished from other primates.	Draw a diagram illustrating how some personal physical characteristics were inherited from parents. Use Mendel's laws to document the recessive and dominant traits.

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will:</u>	<u>The Learner will:</u>
		Find and compare illustrations/pictures of the embryological development of fish, rabbit and man. Orally report on your observations and conclusions.
		Itemize a listing of the characteristics which distinguish mammals from other animals.
	Man's immediate ancestry can be found in the Cenozoic era.	Relate the epochs of the Cenozoic era to stages in primate evolution.
		Develop a chart which shows the progressive traits/characteristics of hominoids development from the Oligocene epoch through the Holocene epoch.
	Climatic conditions had an impact on the development of man.	Indicate on a world map the extent of glacial coverage during the Pleistocene epoch and speculate on its impact on life forms.
	Homo sapiens is known in a number of varieties.	

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ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will:</u>	<u>The Learner will:</u>
		Prepare arguments to defend the statement, "It would be wrong to consider chronological progression an accurate representation of human evolutionary development."
		Describe the fossil sequence extending upward in the Olduvai Gorge and the controversy surrounding the interpretation of the Olduvai fossils.
	Homo sapiens was geographically distributed.	On a world map, identify the location of the Neanderthal, Swanscombe, Cro Magnon and other modern Homo sapiens.
		Research some of the archeological works done in Alaska and explain the Bering Land Bridge migration theory.
	There are problems in classifying humans.	Explain some of the difficulty involved in classifying all individuals as members of the Caucasoid, Mongoloid, or Negroid race.
		Identify factors in the natural environment which may affect physical characteristics of people over a long period of time.

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
CULTURAL ANTHROPOLOGY	<u>The Learner will:</u>	<u>The Learner will:</u>
Culture	The geologic time scale may be used to correspond with the time frame of man's cultural development.	Develop a chart which shows recent geologic epochs, the Stone Ages and the tool use associated with each (include material from which tool was made).
Acculturation		
Ethnocentrism		
Paleolithic		
Mesolithic		
Preclassic		
Pre-Columbian	Old World cultural prehistory is associated with specific geographic areas.	Identify on a map the areas associated with the birth of Western civilization.
Postclassic		
Lineage		
Clan		
Matrilineal		
Religion	The evolution of man as a user and maker of tools was a slow process which can be traced through various stone cultures.	Compare the types and materials used in toolmaking by during the Lower Pleistocene epoch and those used by Cro-Magnon people during the Upper Pleistocene-Holocene epochs.
Magic		
Supernatural		
Pictography	Firemaking was a major accomplishment of the Neanderthal people.	Write a paper on the significance of fire use and of fire making in the evolution of man.
Linguistics		
	Humans during the Upper Paleolithic period sought expression in drawing and painting.	Draw an illustration representative of the drawings one might find on an Upper Paleolithic period cave wall.

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will:</u>	<u>The Learner will:</u>
	The Neolithic Age has been referred to as the first revolution in human history.	Discuss the relationship between early art forms, "magic" and the lifestyle of the people.
		Develop a list of questions you would use for interviewing a Neolithic Age farmer.
		Report to the class on your findings after an imaginary trip to a Sumarian city.
	The cultural history of the New World was characterized by originality and creativity.	Identify the cultural traditions of North and Central America which were similar to early Neolithic traditions of the Old World. (Include Alaska)
		Compare the Egyptian and New World pyramids as to structure and use.
		Write a paper on the Mesoamerican cultural tradition reporting on the significant achievements of the Aztec and Mayan peoples.
		Draw a picture of one of the masonry dwellings left by the Anasazi of the Southwest.

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>A wide variety of cultural products and techniques related to clothing, shelter, and transportation existed.</p> <p>Historical perspective helps to identify several revolutionary events which altered human history.</p> <p>There is great variety in the nature and type of family groupings.</p>	<p><u>The Learner will:</u></p> <p>Describe clothing developed as a protection from the environment and that which served as adornment, or symbols of status and occupation. Relate such clothing to a particular culture.</p> <p>Compare housing in today's Alaskan village with the traditional housing of Native Alaskans.</p> <p>Have a panel address the relationship between transportation and cultural change.</p> <p>Write a report on the impact of each of the following on human evolution: communication, tools, food production, discovery of metallurgy, and the industrial revolution.</p> <p>Compare the type of family structures found among traditional Native Alaskan cultures.</p>

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SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Ecology and economic patterns of culture play a role in the initiation and growth of political systems.</p> <p>All people have some concept of supernatural power.</p> <p>The ability of humans to communicate by means of speech is as ancient as the rest of learned behavior.</p>	<p><u>The Learner will:</u></p> <p>Diagram the political organization found among the Samoans.</p> <p>Compare the behavior of a Zuni priest with that of a Shaman.</p> <p>Select a definition of religion; discuss and compare it with that chosen by classmates.</p> <p>Read "Things Fall Apart" by Chinua Achebe and analyze the importance of missionary education to the Ibos and characteristics of Ibo culture which made it receptive to change.</p> <p>Identify how the vocabulary of English has been influenced by languages from all over the world.</p>